**Lesson Title:** Freezing, Melting, and Evaporating

**Time needed:** 60 min.

**Notes and reflection from demonstration (key points):**

(in PLC)

The students will love this lesson because of the independent experiments. They will enjoy being able to pick which methods to use. Both teachers commented that the lesson goes along with the science series they are using. They are in the middle of teaching states of matter.

**Do any materials need to be prepared for this lesson?**

Ice, bags, water, salt, bottles, sugar, balance, alcohol, timer, copies of graphic organizer

**Reflection**

**What was your favorite part of the lesson?**

One teacher observed that her favorite part of the lesson was watching her students’ reactions to the way the ice behaved differently under different circumstances. Another said that her favorite part was the way the students interacted during the lesson-making verbal observations, and then deciding how to record their findings.

**What worked well for the students?**

The students were able to make to observations with a partner and talk about the process. The acts of observing, discussing, and then recording their findings really cemented everything the students were learning.

**Why is this important?**

The ongoing discussions among groups brought about independent high order thinking. The process of observing and recording findings, along with discussion, kept students engaged and learning.

**What will you do in the future to improve the chance of this happening again?**

Both teachers commented that they would keep the lesson as-is, and keep the group sizes between 2-4 students.

**Other comments or suggestions?**

This could be easily taught during the water cycle lesson as an introduction, and then use the students’ prior knowledge of the results to teach states of matter.